Yanique Gaynor

**Final Lesson Plan 2017**

**Grade: 2nd**

**Topic**: The Three R’s: Reuse, Reduce and Recycle

**Lesson Objectives**:

Students will:

-identify ways to protect natural resources.

-know ways people can cause positive changes to the environment.

-discuss different waste reduction strategies and complete a writing assignment that addresses specific ways they can reuse and reduce waste.

**New York State Common Core Standards for Science- Grade 2**

**W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**W.2.8**: Recall information from experiences or gather information from provided sources to answer a question.

**SL.2.1:** Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.

**SL.2.3:** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**L.2.3:** Use knowledge of language and its conventions when writing, speaking, reading or listening.

**L.2.4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibility from an array of strategies.

**Materials**

-Examples of overpackaged items, including a prepackaged lunch

-A reusable lunch container

-visual images

**Vocabulary Words:**

-natural resource

-reduce

-reuse

-recycle

**Background Information:** There has been a concerted effort in the United States to clean up the environment and cut down on trash. Helping people become aware of the three R’s-reduce, reuse and recycle-has been part of the effort.

*Reduce-* People can look for ways to avoid making garbage in the first place, such as taking their own shopping bags to the store.

*Reuse*- People can reuse items, such as margarine tubs or other plastic containers to store things.

*Recycle-* Most communities have recycling programs in which trash, such as plastic and paper, is collected and processed to produce new products.

**Procedures and Timing 20 minutes**

1. Teacher will review vocabulary words and provide definition. Teacher will also provide students with visual images.
2. Teacher will discuss these terms (reuse, reduce, recycle) and encourage the class to brainstorm strategies in which they can reduce and reuse items each day.
3. Teacher will show examples of overpackaged items and explain what makes them overpackaged.
4. Next, teacher will share the reusable lunch container with the class. Then explain why reusing a lunch container reduces waste and is better for the environment. Teacher will remind the class that most Americans produce at least four pounds of waste each day and this could be one option for reducing that amount.
5. Students will be asked to give examples of how they can protect natural resources.
6. Student’s responses will be recorded on chart paper.

**Independent Work 20 minutes:**

-Students will then be asked to write about ways they can reduce the amount of waste they produce and reusable alternatives they can try, like lunch containers. They will also draw a picture of what they wrote about. Students will be encouraged to share their ideas with the class.

**Students work will be assessed based on the following rubric:**

Second Grade Science Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1-NO EFFORT** | **2-BEGINNER** | **3-ON MY WAY** | **4-ALMOST THERE** | **5-MASTERY** |
| **Pictures**  -Unfinished drawing  -Drawing does not match writing  **Writing**  -Unfinished writing  -No use of vocabulary  -No evidence of concept | **Pictures**  -Drawing not detailed  **Writing**  -Writing too short  -Slight evidence of concept mentioned  -Disorganized information  -Lacks vocabulary | **Pictures**  -Some details in drawing  **Writing**  -Some detail in drawing  -Some evidence of concept understanding  -Some order to the writing  -Vocabulary sometimes used incorrectly | **Pictures**  -Several details in drawing  **Writing**  -Detailed writing  -Understand most of the concept  -Writing organization flows  -Makes use of some vocabulary | **Pictures**  -Drawing is heavily detailed  **Writing**  **-**Writing is heavily detailed  -Strong evidence of understanding of concept  -Writing is well organized  -Uses many vocabulary words correctly |

**Bibliography**

**The NYC K-12 School RRResource Guide: RRR You Ready by NYC.gov/recycle**

**Visual Images**

**Overpackaged Items**

**Toilet Paper**



**Allergan Eye Drops**





**Reused items**



Reused Items continued…





